

# The Educational Weekly.

## The Educational Weekly.

THE UNION OF

Seven Leading Educational Monthlies in the Western States.

E. O. VAILE,  
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CHICAGO, THURSDAY, NOVEMBER 28, 1878.

## Editorial.

### The Educational Weekly Free!

For every subscription accompanied by the full price, \$2.50, received between this date and Dec. 31, 1878, we will send "The Educational Weekly" free till Jan. 1, 1880. This affords those whose subscriptions are expiring an extraordinary opportunity to renew at reduced rates. A hundred different subscribers ought to take advantage of this offer every week until the end of the year. In order that teachers who do not now take the "Weekly" may know of the opportunity we offer them, our readers, especially superintendents and principals, must take pains to announce it. The sooner we receive the remittance the more the subscriber will get for his money. Hurry up your subscriptions and renewals.

If you have a copy of No. 87 lying about your room which you are not anxious to preserve, you will confer a favor on us by sending it to us, and will have your subscription duly extended. If you desire to receive credit do not fail to send us your name and P. O. address with the returned paper.

The school men of Ohio seem to have gone to work in earnest in the interest of ungraded schools. Four or five quite successful mass-meetings have been held in different parts of the state, for the purpose of creating a sentiment in favor of county supervision. It is high time that something was done in this direction. Not that the country schools of Ohio are so much worse

than those of other states, but they are so far below what they might be.

All the friends of Oberlin College,—and their name is legion—have been pained by the recent newspaper reports of improper conduct upon the part of some of its students. As usual these reports have been overdrawn to a considerable extent, as we know from direct information. But the facts without being exaggerated are painful. The astonishment felt by the community, even in this day of scandals, is a high compliment to the hitherto irreproachable character of the institution. It has the sympathy of all who know how impossible it is to guard at all times against the foolishness of giddy girls and the mischief of reckless boys.

The Century Club of New York City, of which the late William Cullen Bryant was one of the founders and the brightest ornament, held a memorial service in his honor at a recent meeting. Poems were prepared for the occasion by Bayard Taylor, R. H. Stoddard, and E. C. Stedman, and four fine portraits of the distinguished dead were exhibited. One of the best addresses which have been called forth by the life and character of Mr. Bryant was delivered by Mr. John Bigelow, one of his oldest and most intimate associates.

The lessons of Mr. Bryant's life are inexhaustible. They are so obtrusive and so far beyond the practice of ordinary mortals, and yet are so evidently within the possibilities and the duty of most of us, that they arouse a feeling within which shows us that we are near of kin to those old Greeks who ostracised Aristides because they were tired of hearing him called "the Just."

The *New England Journal* has again done the WEEKLY distinguished honor, and placed us under obligation. In two recent issues it has devoted four columns to a pretended review of the thoughts expressed by the WEEKLY upon the annual reports of city school superintendents. It wisely quotes, piecemeal, nearly the whole of our two articles, and thus adroitly sprinkles enough salt into its four columns to keep them from being utterly insipid. However, there is another redeeming circumstance of which it would be hardly just to deny our contemporary the benefit. "To know one's self," especially in the line of infirmities, is always a merit, and, although we have never thought this to be one of the *Journal's* most conspicuous virtues, it gives us real pleasure to observe that it is so sensible of the weakness of its two articles that for very shame it denies them their birthright and consigns them anonymously to the contriutor's columns as utterly unworthy of the paternal name. Since it feels so disgraced by its own offspring, it will appreciate our delicacy and consideration in making no further allusion to the cause of its mortification.

But now why cannot our esteemed neighbor join in discussion in a dignified and courteous way, when it feels called upon to dissent? When it criticises us in anything like a polite spirit, no matter how severely, it may be assured we shall treat it with all deference. We are working for what we believe to be the interest of the great cause of education; and we are confident that our contemporary is doing the same. Now we venture to think that an honest, respectful discussion between us upon any live issue in regard to which our convictions really differ would

be of interest to our readers and of advantage to the cause we represent. But we confess we do not like to have our integrity or our motives brought into question every time an allusion to us is made.

The ignorance and negligence of teachers in regard to proper care of the eye-sight of children can be excused only by the greater ignorance and negligence of parents themselves. In fact it is not always within the power of teachers to apply what information they may have upon this matter. They cannot reconstruct school-houses even if they know wherein they are faulty. But there are many precautions which they can take, but which they do not generally take. Dr. Leffingwell's contribution in another column will be found very useful.

One of the strangest things to be met with in school is the opposition to wearing glasses exhibited by near-sighted pupils. The fear of becoming conspicuous and of being laughed at causes many to object, while the expense influences others. But it is a mistake to think that every child who is near-sighted should wear glasses. There are certain cases, as oculists tell us, in which it is best, for the time at least, not to make use of the artificial helps. But not only present comfort and convenience but the future good of the child makes it the duty of the teacher to have every case of short vision in his room examined by competent authority, and to insist upon having suitable glasses furnished in every instance where the contrary is not advised.

As to what a severe strain upon the eyes is caused by map-study, we have an illustration which will be appreciated at least by all users of the Eclectic Series of Geographies, and who will join in our regrets that the loss is as great as it is, and also in our congratulations that it is no greater than it is. Many readers probably do not know that the exceptionally fine maps of this series are largely the product not only of the literary but also of the artistic skill of Mr. H. H. Vail, a member of the publishing firm. He is a most skillful and enthusiastic hand with the burin. Some months ago because of excessive map labor his sight failed him, and grave fears were entertained of most serious disability. But rest and treatment have secured restoration; and his sight, as of old, now performs any service, with one exception. The moment he begins to "read" a map painful results follow, and this kind of work he has had to abandon entirely. The moral of all which is, The study of a map is much more trying to the eye than any other kind of study.

#### UTILIZE THE SCRAPS.

WE spend many words in praise and exposition of the art of making money. But most people think they know by practice more about economizing than they do about accumulating. However, we never class the art of saving among our fine arts. The "divine philosophy" of getting rich is, to the common mind, all included in the philosophy of "making." The mass of mankind never save by philosophy, but rather by accident. There is but one occasion upon which they seem to be fully impressed with the importance of economy, and that is at the time of purchase. They will higggle at the counter over a five-cent piece, and throw away daily five times the amount in the ash heap, in the apple or potato bin, or in the garbage barrel. It is a very common observation that a German family will thrive on what an American family throws away. Wise economy is not one of our national characteristics. And yet there is more in saving than in making, as the history of all men declares, who

have grown from poverty to wealth by gradual and legitimate processes. A penny saved is two pennies earned—that is, of course, if wisely saved.

But we did not set out to write a discourse on "Saving Crumbs." But many texts are afforded by the people who use paper, envelope, and stamp, instead of a postal card, to send a small item of business, or whose sense of the "fitness of things" is so highly developed that they always send a full sheet even if their letter does not cover a half-page. It must be that there are people who judge it is vulgar to use postal cards, and who think they would be disgraced if they did not spoil a whole sheet of paper in sending a brief epistle. If we could only get all our correspondents who belong to this genus to "club" together and to send to us their clean half-sheets unmused and by the half-ream, it is possible that we might be induced to offer them a chromo as a premium.

Now it should be understood that in this effusion we are writing for the benefit of mankind in general, and we hope that our readers will not bethink themselves to apply our remarks to their own practice. Otherwise we shall be obliged to—. But we have said enough on this point.

What a good thing it would be if we could only distribute a few of these gratuitous half-sheets to those over-economical people who write upon both sides of their paper when writing for the printer! In your saving don't forget to save—the printer, in this respect.

But it is time to announce the text of our sermon. It is found in the address of Mr. Bigelow above referred to, and it strikes us as one of peculiar value. However, it would hardly be wise to read it to your class in composition, unless you supplement it with a stronger exposition of the text: "Circumstances Alter Cases."

Dr. Johnson makes it a reproach to Pope that he wrote his translation of the "Iliad" upon the backs of old letters. I take leave to mention to the honor of Mr. Bryant that he rarely wrote for the *Evening Post* upon anything else, not as Johnson intimated in the case of Pope from a penny-wise and pound-foolish parsimony, but from a principle which was one of the logical consequences of his theory of human responsibility. His table was filled with old letters on their way to the paper mill. They were as serviceable for his editorial work as if they were fresh from it. He used them because he believed that everybody in the world was made the poorer by everything that is wasted, and no one so much as he who wastes, for he experiences a waste of character as well as of property.

#### REFORM IN ENGLISH SPELLING.

THE day has gone by when there was any use in arguing against spelling reform. If the movement is impeded or staid it will not be by reasoning on the case, for the simple fact that the arguments are all on the other side, and that they are unanswerable. The only thing that can hinder the coming of the reform is the difficulty of arousing the community. It is the inertia of custom and not the force of argument that is to be dreaded.

We know of only two distinguished men who have taken it upon themselves to oppose systematic changes in our orthography. They are Dean Trench and Richard Grant White; both of them men worthy of great respect. But Dean Trench's scholarship is not commensurate with his popularity, as any one will be convinced by reading the essay of Prof. Whitney, in which he examines some of the Dean's etymological vagaries. Richard Grant White is so ultra and reactionary that his opinions do not carry the weight to which he would be otherwise be entitled.

On the other hand among the open and avowed advocates of reform and who are lending their influence more or less directly



to the present effort are the following:—In England, Wm. E. Gladstone, one of England's greatest scholars and statesmen: Max Müller the most distinguished philological scholar in the world, and Professor of Sanskrit and Comparative Philology in Oxford University, England; Alex. Bain, one of the most eminent philosophers and educationists of our time; Dr. Meiklejohn, Professor of History and the Art of Education in the University of St. Andrews; Dr. R. G. Latham; Richard Morris; Rev. W. W. Skeat, and Prof. Marsh, all of whom are recognized the world over as the highest authority in their particular department of the study of English language and literature. Besides these there is Charles Reed, the honored chairman of the London School Board; Otto Trevelyan, the nephew and biographer of the late Lord Macaulay; Charles Mackay, the poet; Helen Taylor, member of the London School Board, and distinguished for her attainments as well as for her relation to the late John Stuart Mill; Dr. Morell, and Rev. J. R. Byrne, H. M.'s inspectors of schools. Nor must we omit two of England's honored dead, Dr. Thirlwall, the distinguished historian of Greece, and Lord Lytton, the novelist and statesman.

In America, likewise, our most eminent philologists are decidedly in favor of reform. Prof. Whitney, of Yale, Prof. March, of Lafayette, and Prof. Haldeman, of the University of Pennsylvania, have each published essays or addresses in favor of phonetic spelling, as did also the late Prof. Hadley of Yale. The legislatures of Massachusetts, Connecticut, and other states have appointed committees to consider the feasibility of printing state papers in a reformed spelling. A permanent organization known as the Spelling Reform Association is doing active work. Its President is Prof. March, of Lafayette College. The Vice Presidents are Prof. Whitney, Prof. Haldeman, W. T. Harris, Superintendent of Schools, St. Louis, C. K. Nelson, St. John's College, Annapolis, E. Jones, Liverpool, and Eliza Burns, New York. Its Secretary is Melvil Dewey, P. O. Box, 260, Boston, who is glad to correspond with all inquirers.

In December, 1876, the London School Board, by a vote of 26 to 6, passed a resolution, declaring it desirable that the government should be moved to issue a royal commission for considering the best manner of reforming and symplifying our method of spelling. Upon invitation over one hundred school boards joined in the petition, including the Boards of Liverpool, Birmingham, and Wolverhampton. To give greater force to the movement, a call was issued for a general conference on the 27th of May 1877. The call was signed by Prof. Max Müller, followed by 78 other persons such as we have named. The London Society of Arts gave its rooms for the accommodation of the Conference, and the London papers published reports of the proceedings, the *Times* devoting nearly two columns. The necessity for some revision of English spelling has been urged frequently of late years by meetings of the National Society for the Promotion of Social Science, of the London Philological Society, and of the College of Preceptors. The National Union of Elementary Teachers in April 1877 passed a resolution calling on the government to appoint a committee to inquire into the matter of spelling reform.

The commission was appointed we believe, although no report from it has yet come to our notice. Last summer several of the state teachers' associations passed resolutions endorsing a memorial to Congress prepared and signed by a number of our most prominent linguistic scholars, and which is explained by the following letter from Prof. F. A. March, Professor of Com-

parative Philology in La Fayette College, Easton, Pa., and President of the Spelling Reform Association. It was written to Mr. Wm. Winston Valentine, of Richmond, Va., some time last summer preceding the July meeting of the Virginia Educational Association.

To Wm. Winston Valentine, of Richmond, Va.

"DEAR SIR: I take for granted that you are in favor of reforming our spelling if we knew how. All students of comparative philology seem to agree upon that. The *Bulletin* of the American Reform Association, which I send you, tells about the movement in this country. We are trying to concentrate public sentiment on the subject, especially that of scholars and educators. I do not know whether it has ever been brought before your state teachers. Perhaps you may be disposed to move in the matter. I shall be very glad to learn that it is so. We are moving for state action in another way. I send you an address of mine before the convention at Philadelphia, on page 14 of which you will find the scheme. Action has been taken in Connecticut, Massachusetts, Pennsylvania, New York, Iowa, and Wisconsin, and is likely to be successful in all of them. The plan of action has been to slip the resolution through, without exciting debate, by getting a few leading members in each house to ask members to vote for it as a measure that can do no harm, and will please the scholars. The scheme contains no politics, no money,—nothing, indeed, that politicians care for—and they will let it go. It has created no opposition in any state thus far. We do not hope to introduce any particular plan of new spelling in this way, but hope that the commissioners will report that something ought to be done to help our 5,500,000 illiterates, and that it is plain that amended spelling *would* help them, but that joint action was needed, and that it is best to memorialize Congress. When in Congress we may get a commission to report in favor of union with England in the matter, and a joint commission like that for weights and measures, or silver coin.

Then the joint commission may agree upon some amendments which we may adopt. This is surely an honest measure for any scholar or any state to be engaged in. You know about the movement in England, where, as in Germany, it is getting to be fully recognized that this is one of the great problems of statesmanship and of social science. Do you not know some of the Virginia legislators whom you can interest in passing such a resolution?

Very truly yours,

F. A. MARCH.

It is greatly to be desired that, at their holiday meetings, the teachers of Illinois, Indiana, Michigan, and other states should pass resolutions endorsing the memorial, and praying their own legislatures to take action in regard to the matter. It is of great importance that an influential committee should be appointed by each association to see that such a memorial is brought in the best way possible to the attention of the legislature, and that everything is done to secure favorable action, as Prof. March suggests.

We are glad to be informed that the Board of Education of Chicago, under the leadership of Supt. Doty and School Inspector English, has already taken very important steps toward bringing the subject prominently to the attention of the whole community. If a few more boards should become interested after the manner of the London and Chicago School Boards, good results would follow.

#### SPELLING REFORM.

THE following article in opposition to spelling-reform was sent to us last July by a member of the bar of Bloomington, Ill. Our own position upon this question is well understood. The publication of the article has been delayed with the author's kind consent in order that the editor might be able to extract from the writings of distinguished scholars and linguists passages touching the points raised by our Bloomington friend. However, so swiftly does *tempus fugit* in our office, it has not been possible to consult the works we wish to, or to make as perfect an answer as we desire. But at the conclusion of our contributor's argu-

ment we present some passages which we happen to have at hand. Corresponding portions of the two articles are to be read together, contrasting the opinions expressed upon the same point by Mr. D. H. Pingrey on the one side, and by Max Müller, Prof. Whitney, Lord Lytton and other distinguished scholars upon the other side.

#### SPELLING REFORM.

By D. H. PINGREY, Esq., Bloomington, Ill.

**I.** The so-called spelling reform is not an improvement, and, if adopted, will work injury to the English language. Periodically an epidemic seems to pervade all classes, an epidemic generally called "Reform," though it disforms whatever it seizes.

**II.** If phonotopy was adopted by the people who speak the English language, it would obliterate the history of our words, thereby taking away the spirit and soul of English speech. Words, like a people, have an ancestry, which is oftentimes the most important part of themselves. Blot out this pedigree and the vitality is gone. Spelling reform would utterly and irreparably destroy the history of words now employed in our language; words could not be identified, and their meanings would be lifeless. The Greek language, and also the German, might be written as spoken, because they are complete within themselves, and the origin of their words lies in their own language. Not so with the English nor the French. If we follow up the origin of the English words we are led to the Latin, Greek, Swedish, Gaelic, Gothic, Danish, Welsh, German, Dutch, French, and Anglo-Saxon roots and derivatives. But many of our words are traced to the Latin. So soon as the "spelling reform" is adopted, then we obliterate all these sources from which our language is made. Cutting off all these tributaries in adopting phonotopy, is like turning away all the rills and streams from the river, leaving nothing but the river bed, dry, parched, and sandy.

**III.** Every word has two lives,—as a spoken and a written word. Phonetic spelling would destroy the written word. Now the written word exists as much for the eye in our country, where reading is universal, as the spoken does for the ear.

**IV.** Phonetic spelling would have to change, as pronunciation changes, or else there would be a difference between the spelling and pronunciation of the word. In order to meet this the characters would be changed, and in time there is no telling what would become of our language. Bacon calls this "spelling reform" "a branch of unprofitable subtlety;" that, by its adoption, "the derivation of words, especially from foreign languages, are utterly defaced and extinguished" Trench says: "The gains consequent upon the introduction of such a change as is proposed (phonetic spelling) would be insignificantly small, while the losses would be enormously great.

**V.** "Spelling reform" is a movement to place the educated in the condition and under the disadvantage of the ignorant and uneducated. Instead of putting the educated on a level with the ignorant, far better educate the ignorant.

**VI.** The "spelling reform" agitated now is no new thing. France, in the sixteenth century, and again in 1831-2, attempted to introduce phonetic spelling, but the results were bad to contemplate. What would an educated Frenchman think to see "temps" spelled "tems?" "Tems" cannot be traced to the Latin "tempus," nor "tempo," or with the Spanish "tiempo." Then, if the "p" be omitted in "temps," how can we trace "temporel" and "temporaire?" Take the word "malignity," and what relation does it bear to "maline" (malign)? So soon as the "g" is dropped in "malign," then the derivatives of that word lose their history and become independent. Omit the "c" in "indict," and the origin of the word is lost, and it could never be traced to the Latin "indicare." Spell "philosophy" according to phonetics, and we have "filosofi." Its relation to the Greek "*φιλοσοφία*" has disappeared, and it becomes lifeless.

**VII.** Thus but few of the objections have been brought forth in this short article. But these few show that "spelling reform" is a fallacy, and ought to be resisted.

#### SPELLING REFORM.

BY THE GREATEST STUDENTS OF OUR ENGLISH SPEECH.

**I.** Lord Bulwer Lytton declared: "A more lying, roundabout, puzzle-headed delusion than that by which we confuse the clear instincts of truth in

our accursed system of spelling was never concocted by the father of falsehood. How can a system of education flourish that begins by so monstrous a falsehood, which the sense of hearing suffices to contradict?"

**II.** Says Max Müller: "Suppose phonetic spelling should destroy the historic character of our language. What of it? Did not the Reformation destroy the historic character of the English church? Did not the American Revolution destroy the historic character of the American colonies? Can any such sentimental grievance outweigh the practical advantages of these revolutions? If there is any value in the historic element, it lies only in its power to call up pleasing associations in the mind of the learned, of those who are already more or less familiar with the sources from which our words come. The relative number of these persons is very small. These associations are an aristocratic luxury, and by no means a popular benefit. Such a satisfaction is a supremely selfish one, and most unjustly obtained at the expense of the convenience and advantage of the great public of writers and speakers." "Language is not made for scholars and etymologists: and if the whole race of English etymologists were really to be swept away by the introduction of spelling reform, I hope, they would be the first to rejoice in sacrificing themselves in so good a cause."

"If the etymological connection is seen between *gentlemanly* and *gentlemanlike*, why should not the connection just as plainly appear if the last syllable were written *li* instead of *ly*? If we feel that *think* and *thought*, *bring* and *brought*, *buy* and *bought*, belong together, why should we feel it less, if we wrote *thot*, *bro* and *bot*? Because the Italians write *filosofo*, are they less aware than the English that they have before them the Latin *philosophus*, and the Greek *φιλοσοφος*? If we write *f* in *fancy*, why not in *phantom*, both coming from the same root? A language which tolerates *vial* for *phial*, need not shiver at *filosofer*."

But what is historic spelling? In Queen Elizabeth's time they wrote *plesure*, *mesure*, and *fether*. *Tung* and *yung*, as spelt by Spenser, are more historic than our *tongue* or *young*. Why do we write *scent* when even Milton wrote *sent*? Why *ache* instead of Shakspeare's *ake*? This list might be indefinitely extended from the works of Müller, Whitney, and other writers on this subject. Says Max Müller: "If anybody will tell me at what date we are to consider etymological spelling to begin, whether at 1500 A. D., or 1000 A. D., or at 500 A. D., I am willing to discuss the question. Till then I beg leave to say that etymological spelling would play greater havoc in English than phonetic spelling, even if we were to draw the line not more than 500 years back."

**III.** Prof. Whitney says in substance: What is the English language? Is it that which we see or that which we hear? Our language is that which we utter; it is *speech*, not spelling. Writing is but the hand-maid of speech. Now it is not speech, but merely the symbols of speech, that is involved.

**IV.** Of the English language since from before the time of King Alfred we have abundant monuments. Upon this point Prof. Whitney remarks: "The chief difficulty with these old monuments which we have as illustrations of the history of our language is the fact that they are so little regardful of the phonetic principle. The Ormulum of the Semi-Saxon period (1150-1250) is of little value for its matter. But as a linguistic monument it is of the highest value, from the fact that its author was a phonetic fanatic, and wrote his tedious poem in a consistent mode of spelling of his own, and thus throws a vast amount of light upon the condition of the spoken language of his time." Prof. March in his address as President of the American Philological Association in 1874, makes this assertion: "A changeless orthography destroys the material for etymological study, and written records are valuable to the philologist just in proportion as they are accurate records of speech as spoken from year to year.

**V.** Prof. Whitney says: If we wish the English language to spread, and to become the world language, we have no right to hand it down to posterity with a mill-stone about its neck. \* \* \* That the phonetic sense of the community needs training, there is no better evidence than the fact that the English speaker has his sense of the fitness of things so debauched by a vicious training that he is capable of regarding an historical spelling as preferable to phonetic spelling; that he can possibly think it better to write our words as we imagine somebody else pronounced them a long time ago, than as we pronounce them ourselves. \* \* \* If our spelling and pronunciation were more strictly in accord, every effort to preserve the spelling would likewise tend to perpetuate the pronunciation. A phonetic orthography would become an authoritative and intelligible standard of pronunciation, and thus directly tend to remove the more marked differences of usage between cultivated speakers



of different localities." Says Max Müller again: "There is an argument more serious than all others. It is the actual mischief done by subjecting young minds to the illogical and tedious drudgery of learning to read and write English as spelled at present. Everything they have to learn in spelling and pronunciation is irrational; one rule contradicts another, and each statement has to be accepted simply on authority, and with a complete disregard of all those rational instincts which lie dormant in the child, and which it is the highest function of education to awaken by every kind of healthy exercise. I know there are persons who can defend anything, and who hold that it is due to this very discipline that the English character is what it is; that it retains respect for authority; that it does not require a reason for everything; and that it does not admit that what is inconceivable is therefore impossible. Even English orthodoxy has been traced back to this hidden source. A child accustomed to believe that t-h-o-u-g-h is *though*, and that t-h-r-o-u-g-h is *through* will afterwards believe anything."

VI. See rejoinder, No. II.

VII. Says Prof. Whitney: "Every theoretical and practical consideration weighs heavily in favor of reform. There is absolutely no argument against it, excepting one—the inconvenience of making the change. No one can defend the present system of spelling. Every one must admit its serious injury to the cause of education, and the great trouble it causes us throughout life. The practical advantages of phonetic spelling cannot be denied."

Max Müller says: "If my friends tell me that the idea of reform is entirely Quixotic, that it is a mere waste of time to try to influence a whole nation to surrender its historical orthography and to write phonetically, I bow to their superior wisdom as men of the world. But as I am not a man of the world, but rather an observer of the world, my interest in the subject, my convictions as to what is right and wrong, remain just the same. It is the duty of scholars and philosophers not to shrink from holding and expressing what men of the world call Quixotic opinions; for if I read the history of the world aright, the victory of reason over unreason, and the whole progress of our race, have generally been achieved by such fools as ourselves 'rushing in where angels fear to tread,' till after a time the track becomes beaten and even angels are no longer afraid. \* \* \* The whole matter is no longer a matter of argument and the older I grow, the more I feel convinced that nothing vexes people so; much, and hardens them in their unbelief and in their dogged resistance to reform, as undeniable facts and unanswerable arguments. \* \* \* But a reform of spelling is sooner or later inevitable. \* \* \* Germany has appointed a government commission to consider what is to be done with German spelling. In America, too, some leading statesmen seem inclined to take up the reform of spelling upon national grounds. Is there no statesman in England sufficiently proof against ridicule to call the attention of Parliament to what is a growing national misfortune?"

## REVIEWS.

*Forbriger's Patent Drawing Tablets.* Prepared especially for use in Public Schools. By Arthur Forbriger, Superintendent of Drawing in the Cincinnati Public Schools. Jones Brothers & Co., Publishers, Cincinnati, Philadelphia, and Chicago. Price, 15, 20, and 30 cents. Supplies for first introduction at 33½ per cent discount. Sample copies for examination will be sent postpaid on receipt of one-half price.

These tablets are worthy of a careful examination by every superintendent and principal. A somewhat close study of the whole series has convinced us of their superior value, and particularly of their adaptability to the graded public schools. They have the full recommendation of the superintendent and principals of the public schools of Cincinnati, where they have been in use for three years or more, as well as of several other well-known superintendents in Ohio. The first impression on examining them is not favorable; they seem cheap and incomplete, but the very features which distinguish them from the popular systems as presented in books are the ones which will be found to most strongly commend them. Prof. Forbriger avoided the book form intentionally. He does not think it favorable to the pupil's thorough and steady advancement to have an open book, from which he may copy what he pleases, and the exercises of which he may become familiar with long before he has mastered

the simpler elements. For this reason he has bound up the several sheets, containing the exercises, into tablets with sealed edges, so that only the outside one is to be seen and used, until the teacher gives instructions to remove it; and then a new exercise is presented to the eye of the pupil—apparently an outgrowth of what he has been engaged upon, and yet new and interesting. This preserves each new page clean and fresh, and the interest and enthusiasm of the pupil are constantly increasing as he progresses.

The successive exercises are developed gradually and very carefully from the preceding, and geometrical forms and figures are mostly used as the basis of construction. There are seven Tablets; in the seventh, elementary perspective is taken up and briefly illustrated. The progressive features of the course consist in drawing similar exercises on a larger scale. Each Tablet opens with a few forms which are in part a repetition of those of the last preceding Tablet.

Accompanying the Tablets are seven Teacher's Manuals, which are intended to serve as guides to the teacher in conducting the course of instruction, and are furnished without charge. By the aid of these it becomes possible for even the untaught and unskillful teacher to teach the subject of drawing as she teaches other subjects in the class-room. No "special teacher" is needed. Blank pages are occasionally inserted in the Tablets to be used for inventive drawing or designing or for dictation or memory drawing.

In form and size the Tablets are convenient and durable; they cannot become soiled; they always present a hard, smooth surface for the pencil; and their compactness facilitates work at the desk where two pupils sit together. The exercises are not so much of the ornamental kind as of the useful, the value of industrial drawing having been kept in mind by the author. An important consideration in favor of these Tablets is thus presented by the publishers: "After the exercises are completed, the sheets, being separated from the Tablets, may be preserved, and each lesson of the class kept together, in envelopes prepared for that purpose, correspondingly numbered on the outside. It will be found much less tedious to examine from forty to fifty sheets of one lesson, than to handle from forty to fifty books, and search for the particular lesson in each. This point will be found of special convenience when classes receive visits from trustees, school authorities and other persons, for the purpose of examining the progress made." From our personal observation of the use of these books in Mr. Forbriger's hands we are prepared to give them very high endorsement as to convenience, cheapness, and educational and artistic merit.

*Longer English Poems*, with notes, philological and explanatory, and an introduction on the teaching of English. Chiefly for use in schools. Edited by J. W. Hales, M. A., Lecturer in English Literature and Classical Composition at King's College School London. New edition. London: Macmillan & Co. Pp. 427; Price \$1.75.

This is not a new book in the market, but a large number of persons who are called upon to teach English Literature in our high schools and academies are not acquainted with it, from the fact that it is not an American book, and that its publishers are not in the practice of "pushing" their works. From our own opinion of the book formed from actual use of it, we should fail in our duty and in our object in this review department, if we did not direct to it the attention of literature teachers who are not acquainted with it. As its name declares, it contains the longer English Poems;—e. g. Spenser's *Prothalamion*, Milton's *Lycidas* and *Hymn on the Nativity*, Pope's *Rape of the Lock*, Gold-

smith's Traveller and Deserted Village; etc., the other authors similarly represented being Dryden, Johnson, Collins, Gray, Burns, Cowper, Coleridge, Scott, Wordsworth, Byron, Keats, and Shelley. It is not a collection of chips, but of complete works of art. Prof. Morley, than whom there is no higher authority in this subject, says of this work, in his "First Sketch of English Literature ;"

"The notes are very full and good, and the book, edited by one of our most cultivated English scholars, is probably the best volume of selections ever made for the use of English schools."

We do not believe there are two hundred pages printed anywhere else in which students of these particular authors and poems will find as much solid satisfaction as in Mr. Hales's two hundred pages of "Notes and Brief Biographies." We have before declared what we think of the prevalent way of teaching English Literature in our country, from hand-books of extracts and from books filled with biographies. We have no respect for this method because it is within the power of every school and teacher to do better, to put into the hands of pupils the complete text of at least a few of the masterpieces of English Literature. For this purpose we know of nothing better, more convenient, or more economical, than the book before us. It has been adopted for use in the high schools of Boston. It is a work that every pupil will be glad to own so long as his love for English literature shall continue. We express our high opinion of this book more heartily and positively than is our custom in this column, because we are speaking of a book which it has been our good fortune to know and to use thoroughly; and we are perfectly willing to be brought to account for our high commendation.

*Cross's Eclectic Short-Hand.* A new system, adopted both to general use and to verbatim reporting. By J. George Cross, A. M. Chicago: S. C. Griggs & Co. Price \$2.00.

The art of short-hand writing is one of the possessions into which we have longed to enter. But our courage and perseverance have never been equal to the task of mastering it. Now we suffer a fresh inconvenience in not being able to bring to the reading of this book any knowledge of the science—if such it may be called—which would make our opinion of the book of any particular value. We are under many obligations to Mr. Cross for the light he has furnished us, and we are really favorably inclined to his book. As far as we can see from a careful reading of the book and of several newspaper articles pertaining to it, it seems to us the author has hit upon a decided improvement upon the ordinary systems. If we were to be asked, "Why?" we should follow the advice of the old judge; "Give your decisions, but keep your reasons to yourself. For in nine cases out of ten, while you are right in the former, you will be wrong in the latter." But we will say this much:—The Eclectic Short-Hand seems simpler and more intelligible than any other system we ever looked into, and we certainly should resort to it, if we should ever attempt to acquire the art. The book is put up in a very creditable style and will be a profitable investment to any person studying the subject.

*Oratory and Orators.* By William Mathews, LL. D., author of "Getting on in the World," "Words; their Use and Abuse," etc. Chicago: S. C. Griggs & Company. Price \$2.00.

We know not where to look in literature for a parallel to the ease and rapidity with which Professor Mathews seems to write his books, or for a parallel to them in character and popularity. Steele, Addison, and Johnson wrote brief and numerous essays which were quite popular in their day, although, to our shame be it said that it is not true of them now. Various authors have

written novels at the rate of one a year or faster, which have been eagerly read. But here are half a dozen books written in a less number of years, we believe, of which the publishers have sold over 70,000 copies—signifying that they have been read by at least 300,000 people—but about which there is no trace of the novel, and which in bulk stand to the once popular essays of the bi-weekly *Spectator* in about the ratio of 100 to 1. By this comparison we do not mean to imply that we expect these works to rank in the future as English classics. Indeed, it would seem that the age of the creation of "classics" has passed. Literature has become too abundant and too excellent. But, there is something marvellous in the success which Prof. Mathews has had in gaining the ear of the upper and middle classes of our reading public. It is a high compliment to any substantial and really valuable book to continue to be hawked by news-boys through our rail-road trains. And the common sight of Prof. Mathew's books in the arms of the boy who is supposed to touch nothing that will not sell, (No pun, gentle reader. But it is Prof. Mathews' books mainly, that keep the remark from being as true in one sense as another.) speaks much in praise of the books as well as the good sense of an average class of American readers.

It seems as if "Oratory and Orators" could not be less successful than its fellows, unless it be "Getting on in the world." That treated of the universal but peculiarly American question, "How to get along in life?" "Oratory and Orators" commends itself to persons who are interested somewhat in literature; to persons, who, if they are not themselves orators, appreciate oratory and its effect upon mankind. This book is really a book of essays in criticism, taking the word in its broader sense, and the author seems fully convinced of the truth of his citation from Hume; "Criticism is nearly useless, unless the critic quotes innumerable examples." In fact one of the greatest charms of all Prof. Mathew's books lies in his "innumerable examples." They are always in point and come in most pleasing relations.

To the teacher and the school-room this book like the others will be of great value. It will entertain, instruct, and broaden the teacher, while he will find it a most convenient and inspiring book to refer to and to read from in his class-room. There is not a page which does not contain some lofty sentiment, some happy retort, or some pleasing anecdote, connected with some great man, which will inevitably interest the young in these historic characters whose acquaintance is a safeguard and an inspiration through life.

#### NEAR-SIGHTEDNESS IN CHILDREN.

By C. W. LEFFINGWELL, D. D.

*The Medical and Surgical Reporter*, of February 9, 1878, says that Dr. A. Prout, of Paris, in his recent work on Hygiene, states his belief that myopia (near-sightedness), is produced artificially on an enormous scale, in children at school. Dr. Prout shows that the great effort made by children to accommodate the eye to the usual distance of reading causes a permanent contraction of certain delicate muscles and increases the curvature of the lens of the eye. He quotes the statistics of Cohn, to show how frequently myopia is thus produced. In the lowest grade schools (Germany), the proportion of myopic scholars was 6.7 per cent; in the second grade, 10.3 per cent; in the third grade, 19.7 per cent; while in schools of the highest grade the proportion was as high as 26.2 per cent; in the top class of these schools more than half the students were myopic? As



myopia is likely to become hereditary, it is of great importance that bodies like School Boards should pay especial attention to this point, or the sight of the race will be impaired in the ratio of the increase of education. M. Prout lays special stress upon the importance of open-air exercise, the effort at accommodation of the sight being then at its minimum.

*The Medical Times* (Philadelphia), of June 6, 1874, has a lecture by Wm. F. Norris, M. D., on "Our Eyes—How to Take Care of Them," showing that near-sighted eyes are usually diseased eyes, and this disease is in a vast majority of cases acquired or aggravated at school. The conditions leading to it are frequently found, he says, in our schools, where insufficient light or badly constructed desks compel the children to hold their books too near the eyes, thus causing undue strain and congestion. This congestion is increased by holding the head bent forward, the blood gravitating to the dependent parts. The bending of the head also retards the return circulation in the jugular veins, causing fullness and pressure in all the delicate tissues of the eyes. Dr. Norris wisely insists that children should be allowed *good light* but also *good print*. Putting small print into the hands of our children, he says, is poor economy.

Dr. Northrop cites these among the causes of visual weakness among American youth; a stooping posture which cramps the chest and brings the eye too near the book or paper; reading at twilight and late at night, and studying by lamp-light in the morning; reading in the cars; using kerosene lamps without shade; reading while facing a window or any light, natural or artificial, and still more while facing the bright sunshine; reading dime novels or other books printed in too fine type (all books printed in diamond, pearl, agate, or nonpareil, are unfit for children's eyes); wearing a veil; and neglecting to cultivate far-sightedness by examining carefully distant objects. Hence myopia is more common in cities than in the country, among those working on near minute objects than those laboring in the fields with a wider range of vision and more objects to invite habits of observation.

The examinations of Drs. Loring and Derby, of New York, included 2,265 pupils in the public schools of New York, over 4,000 in Russia, and over 3,000 in Germany. In the American cases myopia rose from less than 4 per cent at 6 years to 26 per cent at 21 years. In Russian cases it rose from 11 to 44 per cent, and in Germany from 10 to the enormous amount of 63 per cent. These statistics differ but little from those made previously by Prout and Mathewson, of Brooklyn, and by Cheatham, Ayres, Callan and others.

Cohn has shown that scholars in country schools show less than 2 per cent, while those of cities, from the greater amount of study, show 10 per cent. Erismann has shown that of those scholars who studied two hours out of school, 17 per cent were myopic; of those who studied four hours, 29 per cent, and of those who studied six hours, 40 per cent were myopic.—*Med. Record*, Nov. 17, 1877.

The question arises, does not the relative greater length of time occupied with artificial light in Russia and Germany account in part for the greater per cent of myopia, the peculiar character of the German alphabet, and perhaps also of the Russian, accounting for the other part. The German capital letters N and R, B and V, and the small letters h and y, look much more alike than any two letters of the Roman alphabet.

From these and other facts known to teachers and physicians, it is apparent that a close student is in peril of losing his eyes,

and that the higher the average of education among the people the more imperfect is likely to be their vision. It behooves physicians and teachers to consider the situation, and, as far as possible, to avert the calamity from the rising generation.

While it is not possible to prevent impairment of vision in every case, much can be done to prevent and alleviate it. A few rules, strictly observed, would greatly lessen the danger. I suggest the following as among the most important. If they are already well known, they will bear repeating.

1. Never allow a child to use a finely-printed book. A great many school-books are trying to young eyes, and nearly all Bibles, prayer-books, and song-books, that are used by children are in fine type. More eyes have been ruined, in my opinion, by poring over fine copper-plate maps, than by all other exercises. I have never seen a series of school-maps that was fit for children to use.

2. Never allow a pupil to study by an imperfect or insufficient light. There cannot be too much light, provided it comes in the right direction and is not the broad glare of the sun. The children who are all near-sighted should be seated nearest the windows. I have known myopia to be arrested by this simple rule.

3. Never allow cross lights—that is, lights from both sides of the room. There may be windows in the rear and on one side (the left side is preferable), but none in front. It is against the law in Germany and ought to be everywhere, to put windows in both sides of a school-room. The windows should be large, and not obscured by trees or buildings.

4. Have as little study as possible by artificial light; and when this light must be used, let it be steady and abundant, and under a shade. A flickering gas-light is very damaging.

5. Require pupils to hold the book at the proper angle, so that rays of light from the page do not enter the eye obliquely. Reading in bed, or in a reclining position is extremely dangerous, and almost always results in serious damage to the eyes, if persisted in. Reading in the cars or in the wind is also dangerous and should be carefully avoided by those who have the slightest weakness of the eyes.

6. Require the pupil to hold the head nearly erect in studying and writing, and arrange the desk so as to make this practicable.

7. Encourage the pupil to look off the book frequently, to change the focus of sight by regarding some distant object. It is not enough to look around vaguely; the eye must be directed to something which is to be clearly seen, like a picture or a motto upon the wall, or a bit of decoration. The greatest damage to the eyes of students is the protracted effort to focus the printed page.

It was simply barbarous, the way we used to be "whacked" in school, when we looked off the book. It is easy for a teacher to know the difference between the resting of the eye and the idle gazing around that cannot be allowed. I regard this rule as the most important, and the disregard of it the most prolific of trouble.

8. As far as possible, have near-sighted pupils supplied with spectacles, selected by a competent oculist. Without these there is a constant strain to see clearly, and a great disadvantage to the pupil in not being able to follow exercises on the black-board and in the use of charts.

These precautions I have found very helpful, and I trust that other teachers may use them to advantage.

—A school of technical education is to be established at Bradford, England at an estimated cost of \$100,000 for the building.

## Educational Intelligence.

## EDITORS.

*Maine*—Prof. J. Marshall Hawkes, Principal Jones School, Portsmouth, N. H.  
*Colorado*—Hon. J. C. Shattuck, State Supt. Public Instruction, Denver.  
*Iowa*—J. M. DeArmond, Principal Grammar School No. 5, Davenport.  
*Illinois*—Prof. John W. Cook, Illinois Normal University, Normal.  
*Indiana*—J. B. Roberts, Principal High School, Indianapolis.  
*Minnesota*—O. V. Tousley, Supt. Public Schools, Minneapolis.  
*Dakota*—W. M. Bristoll, Supt. Public Schools, Yankton.  
*Ohio*—R. W. Stevenson, Supt. Public Schools, Columbus.  
*Nebraska*—Prof. C. B. Palmer, State University, Lincoln.  
*Michigan*—Henry A. Ford, Kalamazoo.

*The East*—Prof. Edward Johnson, Lynn, Massachusetts.

*The South*—Prof. Geo. A. Chase, Principal Female High School, Louisville, Ky.

Orders for subscription may be sent to the above editors, if preferred. Items of educational news are invited from superintendents and teachers.

CHICAGO, NOVEMBER 28, 1878.

## THE EAST.

MAINE.—Miss Luella Bates, of Auburn, is achieving quite a reputation as an elocutionist.

Prof. Luther W. Mason, of Boston, formerly of Turner, received a silver medal for his music charts at the Mechanics' Fair, Boston, 1869. Also a bronze medal for the same at the World's Exposition, Vienna, 1873; and the same at the Centennial in 1876, and at the Paris Exposition of 1878. Prof. Mason was the tenth child of Mr. Willard Mason of No. Turner, well-known throughout that region as pump maker.

The Freshman class of Bowdoin numbers thirty-eight.

Sidney Keith, of Indiana, a graduate of Colby University, was appointed Judge of one of the District Courts of that state for a term of years.

E. C. Mitchell, D. D., of the same college, has resumed his position as Instructor of Hebrew at Regent's Park College, London, England.

J. E. Farnam, formerly a tutor at Colby University, has been Professor in Georgetown College for many years.

Prof. Lyford, of Colby, has lately invented a very ingenious and useful piece of apparatus for illustrating eclipses to his astronomy class.

C. H. Percival, of Amherst, '79, formerly of Colby '78, has been chosen orator for Class Day.

PENNSYLVANIA.—The Philadelphia Board of Education has voted an increase of the salaries of teachers throughout all grades.

NEW JERSEY.—Bishop Simpson has been made president of Drew Theological Seminary.

NEW YORK.—The Chicago *Evening Journal* very justly says: "Professor Henry A. Ward, of Rochester, N. Y., is doing more, we verily believe, than any other single individual in this country to encourage the study of natural sciences. He is indefatigable in the collection of specimens in every department of those sciences, and in mounting and classifying them. He has agents in all parts of the world, and the remotest corners of the earth contribute to his collections. It is now almost impossible to find an Eastern college or prominent high school or academy that has not drawn upon Professor Ward's science establishment for specimens."

## THE WEST.

ILLINOIS.—Knox College has over fifty freshmen (some of them fresh women), and all its classes are full. Dr. Bateman returned from his California trip greatly improved in health, and is now giving the students Thursday morning talks on his western tour. Prof. Edwards is proving very popular, and is regarded as quite an acquisition.

Superintendent A. J. Rickoff, of Cleveland, will lecture before the State Teachers' Association at Springfield, on the evening of Dec. 27. The programme of exercises will soon be published. The railroad rates are not yet fully determined upon.

Principal Kilborn, at Wheaton, makes an extended monthly report of the schools under his charge, which is published in the *Record*. The total enrollment for October was 221; average daily attendance, 193.9. Class promotions are made from grade to grade of pupils maintaining the required standard, and completing the studies of the lower grade. Individual promotions are made of pupils attaining a high standard in all their studies at any monthly examination. This arrangement is adopted that pupils who are ambitious and earnest in their work may not be kept back by the careless and indifferent. The standard for individual promotion is an average of 95, with no study below 85.

MICHIGAN.—The reconstruction of the main building of the State Normal School has been completed, so far as the \$30,000 appropriation made by the last legislature will allow. A handsome tower was to be added at the expense of Ypsilanti; but as only about two-thirds of the necessary amount

(\$3,000) was raised by the citizens, the completion of the structure will probably await further appropriation by the legislature this winter. The new building, says a correspondent of the *Detroit Post and Tribune*, has a frontage of one hundred feet, and was erected directly in front of the old building, which was remodelled to correspond with the new. The two now form a commodious and handsome building of brick, with light trimmings of stone. The architecture is modern, and of rather pleasing appearance. The rooms are large and well-lighted. The basement is occupied with the laboratory, zoological museum, a small recitation room, work-shop, and boiler-room. The laboratory is fitted up in the best manner possible, containing stationary desks, gas, and water. The first floor contains the reception room, principal's office, and recitation rooms. The second floor is occupied by the library and school rooms, and the third by a large hall or chapel, which has a seating capacity of 800. There is also on this floor a music-room and a room designed to be used as a museum.

The sixteenth annual commencement of the State Agricultural College took place on Tuesday, the 19th inst. Ten members of the graduating class delivered orations, as follows: Henry E. Buskirk, Bradley, "Rights and Wrongs of Labor;" Carl V. Hinman, Portland, "Why We Seek a College Education;" Will S. Holdsworth, Traverse City, "The Motive of the True Artist;" Emor O. Ladd, Old Mission, "The Farmer as a Business Man;" Robert T. McNaughton, Jackson, "Put Yourself in His Place;" J. R. Monroe, Lawrence, "Nature's Gifts;" Edward J. Rawson, Decatur, "Condition of Our Civilization;" Fremont E. Skeels, Grand Rapids, "A Tribute to Alma Mater;" Elisha D. A. Drew, Armada, "Faint Heart Ne'er Won Fair Lady." Music was furnished by the Franz Schubert Club, of Jackson. Thirty students in all were graduated. The college is reported as prospering beyond precedent in its history. The finest crops raised in the county this year, and probably the finest in the state, were raised on the college farm, one wheat field yielding sixty-five bushels per acre. Stock from the farm is much in demand, at best prices.

The wife of C. G. Swensberg, principal of the commercial college in Grand Rapids, committed suicide on the 11th inst., by the combined effects of a large dose of morphine and the severance of the main artery of the arm by means of a razor. She had been unnaturally depressed for several weeks, and she was in a morbid state of mind, if not actually deranged. She was highly intelligent, much esteemed, and a devout member of St. Mark's Church in that city.

INDIANA.—Supt. Harry G. Wilson, of Cass County, recognizes the value of a weekly educational journal to the common school teacher, and recommends only THE EDUCATIONAL WEEKLY, in his published Course of Study, County Board Regulations, and Suggestions to Teachers.

The winter term of the Central Indiana Normal School, Ladoga, began Nov. 19. The institution is now in a highly prosperous condition. The increase of numbers has been constant and rapid throughout the entire term. Sixty or more students of Montgomery county are in attendance, and twenty-four different counties are represented this term.

This term of the Normal at Valparaiso opens with a very large attendance. The chapel is too small to afford sufficient seats.

A convention of the friends of Methodist education in Indiana, in the interests of Asbury University, assembled in Indianapolis Nov. 13 and 14. Dr. W. H. Mendenhall, of Richmond, read a paper on "The Unification of Methodist Institutions in Indiana," setting forth the following advantages which would accrue from such a unification: 1. It will raise the dignity of the auxiliary colleges, and rally around them a more generous and cordial support. 2. The antagonism between Asbury and the conference academies will be completely removed. 3. In an economical point of view the scheme will possess marked advantages. 4. A more liberal financial support will be given to all educational enterprises. Dr. W. F. Yocum, of Fort Wayne, also presented a paper on the same subject. A committee of one from each conference, consisting of Dr. I. H. Bayliss, Dr. A. Martin, Rev. E. T. Hasty and Dr. J. W. Joyce, was appointed to take the papers read before the convention and embody them in an address to be published for general distribution. A committee, consisting of Dr. F. C. Holliday, Dr. W. H. Mendenhall, and Rev. T. A. Goodwin, was appointed to draft a plan for the unification of the educational interests, to be presented at a future session of the convention. Prof. J. C. Ridpath presented a historical paper on Asbury University, treating also upon its present wants. Dr. J. W. Joyce delivered an able and scholarly address on "The Relation of the Ministry to the University;" Chas. W. Smith Esq., of Indianapolis, read a paper on "The Relation of the Alumni to the University," which drew out an animated discussion. The paper of Capt. Smith had evidently been one of a very irritating character; it had strongly urged the claims of the alumni to be permitted "directly, as of right, and not by any back-door process and as of grace, to elect a representative upon the board of trustees." Capt. Eli A. Ritter spoke upon the same subject, and, as the reporter expresses it, "did not throw oil upon the troubled waters very much." The discussion was continued at considerable length by other members, and finally a resolution was adopted to the effect that a committee of five be appointed to take the whole matter into consideration, and to take such steps as are necessary to effect an amendment to the charter of the university, giving the alumni the right of electing one member of the board of trustees, as soon as it can be safely done. The following gentlemen were appointed on the committee: Prof. J. H. Olcott, Rev. W. R. Halstead, Col. C. C. Matson, Dr. G. L. Curtis, and Judge T. B. Redding. This closed the proceedings of the convention.

IOWA.—Keokuk has 2,122 school children.



Dubuque has more girls than boys who are entitled to school privileges. Davenport has adopted a course of study in vocal music which is optional with teacher and pupil.

Marshalltown will be head-quarters for Iowa teachers during the holidays. Supt. Rogers will be glad to secure accommodations for you.

Davenport sent the largest delegation to the association last year. Any competitors this year?

There are eighty-nine soldiers' orphans at the State Orphans' Home.

Scott county has levied \$105,067.51 for school purposes for the ensuing year.

At the state oratorical contest held at Grinnell recently, to choose a representative to the Inter-State contest to be held at Iowa City next May, Mr. Frank W. Reed, of Iowa College, was the victor. Mr. B. C. Cory, of Cornell College, was second. There were ten contestants.

The *Warren Record*, speaking of the Indianola schools, says: "We see a marked improvement in these schools since our last visit one year ago, and it is no doubt owing largely to the energy and zeal with which Prof. Cotton conducts them."

The following items from school reports for the month of October may be interesting to our readers: Strawberry Point, C. P. Clark, principal, has a total enrollment of 175, with an average attendance of 141; McGregor, J. J. Maple, superintendent, enrolled, 342, average attendance, 319; Delmar, J. H. Orcutt, principal, enrolled, 105, average attendance, 87; Le Claire, J. T. Marvin, principal, 168 enrolled; Independence, W. Elden, superintendent, enrolled 667, attendance, 540, tardiness, 115; East Waterloo, J. K. Sweeney, principal, number belonging, 576, average attendance, 443, number tardinesses, 42; Mount Vernon, J. C. Johnson, principal, enrolled, 186, average attendance, 156, tardinesses, 32.

The Boone County Teachers' Association recently held a very profitable session. The subject of the text-books used in the county was discussed. The association expressed a decided preference for Appleton's Readers.

The *Mt. Vernon Hawkeye* publishes the oration of Mr. B. C. Cory who represented Cornell College at the late oratorical contest.

Mr. O. C. Scott publishes a report of the scholarship, deportment, and attendance of the pupils of his school in the *Tipton Advertiser*.

Mr. F. H. Bradbury conducts an Educational column in the *Brooklyn Chronicle*.

A *Dubuque Times* correspondent speaks in complimentary terms of the faculty of the State Normal School at Cedar Falls. Prin. Gilchrist is a host in himself. He is courteous, affable, and perseveringly attentive to all the needs and wants of his school. About 185 teachers are in attendance this term.

Iowa college has two hundred and sixty students.

Dr. C. C. Parry has deposited his large botanical collection of 30,000 specimens in the Davenport Academy of Sciences.

The Western Iowa Teachers' Association meets at Dexter, Dec. 6 and 7. Teachers who intend to be present will please notify Ira Doling, Dexter, of the time of their arrival.

State Supt. von Cöelln is hard at work, preparing his annual report.

The committee appointed by the Association of City Superintendents and Principals has selected Wednesday of the third Calendar week of February as the time for the next comparative examination of the schools of the state.

MISSOURI.—In Carrollton over 600 pupils have been enrolled, and nearly that number are in regular attendance; population only about 2,800. There are two teachers besides the superintendent and a teacher of music. Prof. O. Root, Jr., is superintendent, salary \$150 per month, nine months in a year. He is a thorough scholar, a live and energetic worker. James C. Anderson, county commissioner, has in the normal department 80 pupils, with an average attendance of about 78.

WISCONSIN.—W. T. Williams, ex-county superintendent of schools in Wau-shara county, will teach at Almond, Portage county, this winter.

The report of the La Crosse schools for October shows an enrollment of 1,705; an average attendance of 1,535; per cent of attendance, 96 17-18; neither absent nor tardy, 1,046; tardy, 20; visits of superintendent, 56; visits of commissioners, 30; visits of others 438, all of which is a most excellent report.

NEBRASKA.—The only formal action taken by the University Regents with regard to the chair last year filled by Prof. Woodberry is the appointment of Mr. Howard, of the class of '76, to do a portion of the work the last two terms of the current year.

One hundred and eighty-four pupils are enrolled at the State Normal School, and all things are progressing finely.

MINNESOTA.—The diphtheria has broken out with renewed virulence in Blue Earth county. There is quite a general belief that the disease is largely traceable to the impurities of the water used for drinking purposes, and in view of this fact a half dozen or more samples of water taken from wells in the neighborhood where the most severe cases occurred were obtained and forwarded to State Geologist Winchell to be analyzed. The result of this inquiry is anxiously looked for, as it may determine the cause of the disease.

KANSAS.—A law department is to be attached to the State University James W. Green, of Lawrence, is spoken of as likely to be placed in charge of the department.

## MISCELLANEOUS.

*Littell's Living Age* for 1879. The extra offer to new subscribers for 1879, and the reduced clubbing rates, are worthy of note in the prospectus of the standard periodical, published in another column. The remarkable success of the *Living Age* is well attested by the fact that on the 1st of January next it begins its *one hundred and fortieth volume*. It affords the only satisfactory compendium of a current literature which is now richer than ever before in the work of the ablest writers upon all topics of interest. It merits careful attention in making a selection of reading matter for the new year. The more numerous the periodicals, indeed, the more valuable becomes a work like this which, in convenient form and at small expense, gives the best of all. Its importance to American readers can hardly be overestimated, as no other single periodical enables one, as does this, to keep well informed in the best thought and literature of the time, and fairly abreast with the work of the most eminent living writers.

## PENCILINGS AMONG THE SCHOOLS.

LEMONT—LOCKPORT—JOLIET—MOKENA—BLUE ISLAND.

A trip to Joliet, Ill., gave us an opportunity of visiting the schools at the above-named places, a part of which are in Cook county, and a part in Will county.

At Lemont we found a graded school with four teachers, Mr. John McCarthy principal. The population here is mostly Irish, and the school, as we expected, is above the average in thoroughness and discipline. Mr. McCarthy is a success. The recitations of his classes were noticeably prompt and rapid. The time allowed for them on the programme is short, but the military promptness and accuracy with which everything is done insures the completion of every exercise. There are several students pursuing higher branches, as algebra, geometry, etc., but the time for their recitations is taken during the intermissions. The rooms of the building seem to be all over-crowded, consequently the atmosphere is usually very foul. Mr. J. W. McCarthy has charge of a branch school about two miles further north, which we did not have time to examine. Of these five teachers we are happy to say that all are subscribers for the *WEEKLY*.

At Lockport Prof. D. H. Darling is principal. Prof. Darling has taught here twelve years—three before the war, and nine since. The school grounds are magnificent, and the building is large and substantial. There are eight teachers employed, all but one of whom read the *WEEKLY*. The school is in excellent condition. The teachers are earnest and faithful. In Prof. Darling's room in particular there seems to be a very homelike atmosphere. Teachers and scholars are free from that formal, high-tension severity which is usually characteristic of the public graded school. The work is done more as it would be at home, and the school-room is evidently not regarded as a place from which to escape at 4 o'clock in the afternoon.

Joliet is one of those unfortunate cities, educationally speaking, where the management of the schools has become involved with political interests, and all teachers and most patrons are lamenting and complaining of the sad state of things. We were disappointed in not finding County Superintendent Perry in his office, for it is probable he could best inform us of the exact state of things, having previously been himself principal of the schools on the East Side. We were informed that several teachers were at work without certificates, and that the common council positively refuses to pay their salaries, holding the board of education responsible for their pay. The other teachers have received orders on the treasurer for one month's pay this year, but these orders cannot be cashed, from lack of funds, and the best consolation the teachers can get is the information that they will perhaps be able to get some money in January and February; this, too, after salaries had been considerably reduced all around. Of course we could not expect to find much enthusiasm among teachers laboring with such prospects before them. There must be a better time coming for the schools of Joliet. A single superintendent should be appointed for both sides of the river, and a uniformity and a system established in the various grades throughout the city. Mr. E. T. Lockard is principal on the East Side, and H. W. Mills on the West Side. Mr. Lockard is from Pennsylvania, having obtained his education at Hamilton college, New York. Mr. Mills we did not meet. He has been absent from school about three weeks on account of sickness, but was expected back this week. In the main building on the East Side there are fifteen teachers, five on each floor, the rooms in the three departments being arranged with one large session room and three small recitation rooms. Into these small rooms the large classes are crowded till every corner of the room, even the window sills, are covered with children.

Mokena is settled mostly by Germans. In the primary department of the school (there are only two departments) the teacher, Miss Williams, has about seventy pupils, not over half a dozen of whom are of American descent. Mrs. J. H. Baldwin and Miss Swalm have charge of the higher department. The pupils mostly leave at fourteen years of age and attend the German Lutheran school.

At Blue Island we found another of those schools where all the teachers are readers of the *WEEKLY*. Mr. E. L. Hallock is principal, formerly of Mishawaka, Ind. This is where Prof. Seymour, now of Illinois Normal University, accomplished so much in the direction of establishing a thriving high school. Here, as in Joliet, we found the school occupied with written examinations. The rooms seemed to be all well-ventilated, but it was only because the windows were lowered at the top. There are six teachers in the building. In the primary department Miss Fannie Rexford has charge of 138 little children, one-half of whom attend in the forenoon, and one-half in the afternoon. The whole number enrolled in the school is 308, sixteen of whom are in the high school. Per cent of attendance Nov. 15, 96; not absent or tardy, 223.

## THE CHICAGO TRIBUNE ON "TECHNICAL EDUCATION."

In his famous lecture upon "Technical Education," delivered some time ago in London, Prof. Huxley condemns the practice now in vogue in all our schools, of stuffing every child that enters the school-room with a little of everything, upon the theory that each one may develop into a Bacon, Newton, or Faraday, if he only has an opportunity. He would confine instruction in the common schools to the common branches; but if any boy or girl developed an aptitude for any special branch of learning, he or she should have a chance to cultivate and make the most out of his or her natural gifts. In other words, Prof. Huxley would "build a ladder from the gutter to the university, upon which every youth should be allowed to pass," provided there was a good prospect that his passage would in the end redound to the credit of the individual or the benefit of the state. There is little doubt but that a large amount of honest effort is wasted by our educational forces in this country upon subjects whose innate dullness and stupidity are proof against the best methods of instruction and the most brilliant opportunities. And this subject, which can only be hinted at here, naturally suggests whether we are not departing from the original purpose and intent of those who planned the common-school system, and provided ways and means to carry it on successfully. This is a question that is attracting the attention of educators and taxpayers more and more, and will be likely to elicit considerable discussion before the public mind is settled upon it. An article in THE EDUCATIONAL WEEKLY touches the marrow of the matter, in which it opposes the plan of industrial education:

If the state acknowledges or assumes the obligation to teach children to saw, to plane, to mortise, etc., at what point in the life of the citizen-pupil will the state be rid of its obligation? If it teaches a boy to be a carpenter, is it not bound to furnish him with carpenter work when he becomes a man? If with paternal care it brings a boy up as a blacksmith, or if it even takes pains to develop in him special adaptation to that calling, how can it excuse itself for turning him adrift unemployed when his school-days end? We foresee the attempt to turn our position by applying the argument to the present system of education, and our answer is ready when there is occasion to give it. But we insist that the only wise policy for the state to pursue is to impart an education which applies to and benefits all men alike.

The tax-payers are becoming restive under the increased burdens that are yearly laid upon them to carry out these advanced views of popular education. They begin to feel that there is a great deal of useless waste in our methods of public instruction, and that some wholesome reforms in the interest of economy are loudly demanded. The spirit of inquiry, as well as the schoolmaster, is abroad in the land, and the schoolmaster's work is bound to pass under review.

## DO INFINITIVES HAVE CASE?

The question was asked in this column a week ago, Do not verbs, under some circumstances, have case? The question was based upon the assumption that "to" is a preposition. We explained why we do not care to receive such questions. However, our eye has just happened to fall upon the following discussion of the matter by a correspondent in the *Indiana Normal Teacher*. As he answers a broader question than our correspondent asked, and in a clear, vigorous way, it may be of service to some of our readers to quote his opinion:

*Editor Normal Teacher*:—"If infinitives are used as the subjects of finite verbs, and objects of active transitive verbs, why do they not have case?"

This is a question so frequently asked and so differently handled that a constant annoyance to the teacher is the result. Some grammarians will declare, in the face of the fact that case is not an attribute of verbs, that infinitives are in the nominative case when subjects of finite verbs; while others, with equal sincerity, affirm that infinitives and participles when used as nouns never have case because it would be utterly inconsistent to give verbs a modification they do not possess.

It really does seem to be a flat contradiction to say an infinitive has the construction of a noun, or is used as a noun, and go so far as to say it is the subject or object, and not give it case. But we must remember the simple fact that to use one thing in place of another does not transfer the attributes or modifications from the first to the second. Let me illustrate. We can use a pile of books for an organ stool, but the books will not have properties or modifications of the real organ stool. The use of a block of wood for a pillow will not give it the properties of the pillow. The use of a store box for a dinner table does not give the box the modifications or peculiarities of the table. These may appear as commonplace illustrations, but they nevertheless demonstrate the fact that the use of one part of speech for another does not give the second the attributes, modifications, or peculiarities of the first. A box can be used in the place of a chair, but the box will not have legs and a back like the chair. An infinitive can be used as a noun, but it cannot have case, person, number, and gender, like nouns. This is the reason why infinitives and participles have no case when used as the subjects or objects of verbs.

There is another apparent contradiction. Take the example, "To see the sun shine is delightful." "To see" is parsed as a verb, irregular, transitive, active, infinitive, present, construction of a noun, subject of "is." Rule. "A noun or pronoun which is the subject of a finite verb must be in the nominative case." Notwithstanding the apparent inconsistency of applying to this infinitive subject a rule which says substantially that the subject of a finite verb must be in the nominative case, we must not forget that rules have exceptions, and if there were no exception there would be no rule; it would be a truism, an axiomatic truth. Almost all the rules in grammar have exceptions, and this is a legitimate one and not an inconsistency.

WEST CAIRO, O., Sept. 30, 1878.

J. E. BAKER.

## SCIENCE IN SECONDARY SCHOOLS.

To the Editors of the Weekly:

If Dr. Winchell, in his address upon "Modernized Education" in a late number of the WEEKLY, intends to speak of secondary schools of the West, when he says that they "shrink with horror from zoölogy, mineralogy and geology; and many of them equally ignore the beautiful science of botany," he is either unacquainted with the present state of our secondary schools, or tells one of those half truths which may be worse than direct misstatement. To test the matter, I have just taken up a pile of school reports and examined the courses of all the high schools, academies and normal schools which were in the pile. There were fourteen in all. All fourteen courses require botany, ten require zoölogy, and nine geology. Six require all three sciences, and there is only one on the list that requires but one of the three subjects.

Four of these schools are at the East, one in Iowa, and the rest in Illinois. These reports are taken entirely at random; they are from towns varying from 4000 to 300,000 inhabitants, and they certainly disprove the sweeping statement made by Dr. Winchell.

It is not strange that a teacher whose school is located on a western prairie where there may not be a rock exposure within twenty miles, and where there is hardly as much as a gravel bed to furnish minerals, should neglect the study of mineralogy. It would be in such circumstances almost time thrown away even did his limits of time admit. It may sound somewhat presumptuous, but I venture to affirm from positive knowledge, that there are forty high schools within 200 miles of Chicago in which botany and zoölogy are required studies, and in which they are taught more fully and more practically than they were in the average college of the east twenty-five years ago. I know that in some colleges of to-day the average graduate of these high schools will learn very little in these branches beyond what he has already gone over in the secondary school. I venture, as a teacher experienced in secondary schools, and a careful observer of their drift, to put my assertions against the assertion of Dr. Winchell, and if I am wrong I ask my fellow teachers to set me right.

There are other assertions in the address which provoke reply, but space forbids enlarging. We regret to see so honored a name added to the list of fault-finders who criticize and condemn our schools with broad general statements which will not bear close scrutiny.

O.

## SAUVEUR METHOD AGAIN.

To the Editors of the Weekly:

E. J. James, in his letter on the Sauveur method, says: "All the teachers that I know who pretend to use the natural method, give, as a matter of fact, regular grammar lessons, and have their scholars use the dictionary in translating; i. e., they reject exactly that element which distinguishes the natural from the usual method, etc."

My observations have gone one step further, and I think it will be difficult for the upholders of Dr. Sauveur to account for what follows: At Harvard University, Bocher's Otto's French grammar is used, likewise most of Bocher's other French works, all of which are based on, what some style, the *unnatural method*. Again, the department of modern languages,—of which Prof. Bocher is the head,—recommends Bocher's French Grammar and Reader to students preparing for those courses of Harvard in which French is required for admission. Hence Bocher's works are extensively used in the East.

But,—and this is what I want to lay stress on,—Prof. Ferdinand Bocher has written a letter to Dr. Sauveur, endorsing his method of teaching languages, on the ground that he has tried it and found it good. If Prof. Bocher,—certainly as good an authority as can be desired,—finds that "there is no good thing in the old systems which it (the new one) does not embrace," why, then, does he use his works, based on the old method, in his own classes at Harvard, and recommend them to academies and high schools having scholars preparing for Harvard? This is a fair and straightforward question which ought to be answered by those who believe in the Henes-Sauveur method.

ALFRED HENNEQUIN.

UNIVERSITY OF MICHIGAN, Nov. 15, 1878.

## HOW ABOUT THE CARET, TILDE, AND CIRCUMFLEX?

To the Editors of the Weekly:

I am not satisfied with the answer given by D. A. M. to the questions asked by "Wisconsin" respecting the marking of *a* in *care* and *i* in *firm*.

He claims it is proper to say that *a* is marked with a *caret*, that *i* is marked with a *tilde*, and that it is not proper to call those characters the *circumflex*, but gives no authority to substantiate his statements.



A caret, according to Webster, is "a mark [^] which shows that something omitted in the line, is interlined above, or in the margin, and should be read in that place." A character, similar in appearance, and called a circumflex, denotes a rise and fall of the voice on the same long syllable. As a rise and fall or bending of the voice characterizes this sound, I consider *circumflex*, and not *caret*, the correct term. Again, quoting from the same reliable authority, a tilde is, "The accentual mark placed over *n* and sometimes over *l*, in Spanish thus (*ñ*) indicating that, in pronunciation, the sound of the following vowel is to be preceded by that of the initial *y*."

There is nothing to authorize the use of the term tilde to indicate a bending of the voice as in the sound of *i* in firm or *e* in verge, but a similar character defined as a *circumflex* does, in my opinion indicate that very thing.

Yours Respectfully, LEORA CLAY.

#### To the Editors of the Weekly:

In a recent issue of the WEEKLY, you made some comments upon the method of translating Latin, and asked correspondents with reference to their experience in the matter.

Mine has been about as follows: At one time I required my pupils to construe diligently and then to make a connected translation in as good idiomatic English as the pupil was master of. I was never satisfied with the result. The "idiomatic English" often contains awkward and barbarous expression. Of late years, I have abandoned the practice of construction, and, I think, with satisfactory results. I simply require an English translation "What would an English author have said had he expressed the same thought," is the question. Thus conducted, a Latin lesson becomes a valuable assistance in gaining a correct use of our mother-tongue. The rule in translation should be; "take it from the Latin idiom, and express it correctly in the English idiom." This of course for advanced pupils. With beginners in Latin; I think the process of construction valuable until the pupil learns how to turn the expression into correct English.

R. E.

VERMIL GAOVE, ILL., Nov. 23, 1878.

#### THE TRAINS.

#### To the Editors of the Weekly:

In answer to your La Crosse querist, "I. P. B.," I suggest—That the train which left St. Louis six days before our tourist starts from San Francisco, will arrive at San Francisco the same morning that he leaves. The other five already on the way, he will meet; also the six that start during the six days that he is traveling, and another will leave St. Louis the same morning that he arrives. So he will meet *en route* eleven trains, besides the one that leaves when he arrives, and the one that arrives when he leaves. Construct a movable diagram, and try it.

U. P.

#### AN OLD, OLD PROBLEM.

A man buys hogs, cattle, and sheep; paying for the cattle \$10, hogs \$3 and sheep 50 cents each. He buys just one hundred head and pays just \$100. How many of each does he buy?

#### QUESTIONS.

How many yards of carpet matching once in a yard only will be required to carpet a floor 13 ft. x 18 ft.?

A READER.

#### NEW BOOKS FOR TEACHERS.

[Compiled from the Publishers' Weekly.]

[Publishers may secure an announcement of their new publications in this weekly list by sending copies to the editor. It is desirable that a full description of the book, including price, should accompany it. More extended notices will be made of such as possess merit, or are of interest to teachers.

Any book named in this list may be obtained by forwarding the price to the publishers of THE EDUCATIONAL WEEKLY.]

- CROSS, J. G. Cross's Eclectic Short-Hand; a new system, adapted to general use and verbatim reporting. Complete in one volume. 304 p. 12mo, cloth. Chic.: S. C. Griggs & Co. 1878. \$2.00
- CRUTTZWELL, C. T. A history of Roman literature, from the earliest period to the death of Marcus Aurelius. With the chron. tables, etc., for the use of students. 16 503 p. 8vo, cloth. N. Y.: Charles Scribner's Sons. 1878. 2.50
- HENN, P. Ahn's second French reader, with foot notes and vocabulary. 7-182 p. 12mo. (Steiger's French series.) bds., 80 c.; hf. roan, \$1. N. Y.: E. Steiger, '78.
- LAWRENCE, Eug. English literature primers: classical period. 5 147 p. 32mo, pap. (Harper's half-hour ser., no. 58.) N. Y.: Harper & Brothers. 25
- METRIC primer. A text-book for beginners. With folding chart and scholar's meter. Prepared for the society by a practical teacher. First rev. Second ed. 48 p. 16mo, bds. Boston: Am. Metric Bureau. 40
- SHAKESPEARE'S tragedy of Hamlet, prince of Denmark; ed. with notes, by W. J. Rolfe. With eng. 285 p. illus., square, 16mo, cloth. N. Y.: Harper & Bros. '78 70
- SHEDD, W. G. T. Literary essays, (with por.) 10-1-365 p. 8vo, cloth. N. Y.: Charles Scribner's Sons. 2.50
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- WENTWORTH, G. A. Elements of geometry. 8 398 p. 12mo, hf. mor. Boston: Glinn & Heath. 1.25
- YONGE, Charlotte M. Young folks' history of Greece. 12mo, illus. Boston: D. Lothrop & Co. 1.50

#### TEACHERS' ASSOCIATIONS.

The editors of the WEEKLY invite the officers of the teachers' associations to send programmes of meetings for early publication. Brief reports of proceedings are also requested.

#### PIKE COUNTY, ILL.

PROGRAMME of the Second Annual Meeting of the Pike County Teachers' Association, to be held in the Pittsfield High School Building, on Friday and Saturday, Nov. 29 and 30, 1878. OFFICERS of ASSOCIATION.—N. L. Page, President; Wm. Smith, 1st Vice President; Miss L. E. Campbell, 2d Vice President; Nathan English, Secretary; John T. Long, R. M. Hitch, J. F. Clark, Executive Committee.

Friday, Nov. 29.—7.30, Devotional Exercises, Rev. T. J. Coultas, Pittsfield; 9.40, Address of Welcome, Hon. W. A. Grimshaw, Pittsfield; 10.00, Annual Address, by the President, N. L. Page, Pleasant Hill; 10.25, Unfinished Business; 10.30, Essay, Primary Teaching, Miss Jennie Warrick, Griggsville; 10.50, Recess; 11.00, History, John Shields, New Salem; 11.20, Discussion; 11.30, Methods of Reading, Wm. Triplett, Barry; 12.00, Adjournment. Afternoon Session.—1.30, Answers to Queries; 1.45, Discussion, The Ends at Which We Should Aim, D. McIntire; 2.15, Orthography, Theodore Graybael, Summer Hill, Ill.; 2.35, Discussion; 3.00, Recess; 3.10, Select Reading, Miss Nellie Davis, Barry; 3.45, Zoology, A. C. Mason, Perry, Ill.; 3.55, Discussion; 3.44, Grammar, Geo. Lock, Kinderhook; 4.05, Miscellaneous Business; 4.15, Adjournment. Evening Session at M. E. Church.—7.00, Prayer; 7.00, Music; 7.15, Select Reading, Miss Nellie Davis, Barry; 7.30, Lecture. Subject: "Culture, Concentration, Conscience," Hon. Newton Bateman, S. u. day, A. M.—9.00, Devotional Exercises, Rev. W. W. Rose; 9.10, Critic's Report; 9.20, Answers to Queries; 9.30, Essay, C. W. Homer, Chambersburg; 9.45, Geography, John Widby, Barry; 10.05, Discussion; 10.15, Arithmetic, W. R. Moore; 10.35, Discussion; 10.45, Recess; 10.55, Music (vocal), J. G. Reynolds, New Salem; 11.00, Discussion—School Records, D. R. Hatch, Barry, Ill.; 11.40, Penmanship, G. W. Smith, Barry, Ill.; 12.00, Adjournment. Afternoon Session.—1.30, Critic's Report; 1.40, Answer to Queries; 1.50, Teacher's Experience Meeting; 2.00, Discussion, Length of Recitation, opened by Prof. Buell; 2.50, Essay, The Position of Darwin's Evolution Theory, J. L. Baker; 4.00, Adjournment. Evening Session at M. E. Church.—5.30, Discussion, Compulsory Education. Affirmative, W. H. Crow and Ed. Yates. Negative, J. W. Johnson, followed by others in a general discussion. Question to be decided by a committee of six persons chosen by the audience.

TO THE TEACHERS OF PIKE COUNTY.—Your committee is desirous of making this meeting one of interest to the teachers of this county, and we trust that the programme herein offered will be carried out to the very letter; that all persons appointed to take part will be present, and that all the teachers of the county, together with all other persons who are interested in the cause of education, will attend. It is expected that the school directors will encourage this meeting of the association by permitting their teachers to dismiss their respective schools on Friday, Nov. 29, so that all the teachers in the county can be present.

JOHN T. LONG, }  
R. M. HITCH, } Ex. Committee.  
J. F. CLARK, }

#### EASTERN OHIO TEACHERS' ASSOCIATION.

CAMBRIDGE, OHIO, Nov. 29 and 30, 1878.—Friday, Nov. 29, 10.00 A. M.—Address of Welcome, Miss Annie Means, Asst. Cambridge High School; President's Address, "The Unwritten Lessons of the School," Hon. J. J. Burns, State School Commissioner; "To Be Educated," Supt. W. D. Lash, Zanesville; "The Work of the Teacher," I. W. Andrews, D. D., President Marietta College; "The Teacher and the Class," Supt. W. J. Myers, Cadiz; "Burns," Prof. Alex. Forbes, Cleveland; 7.00 P. M.—Discussion, "Ungraded Schools." Saturday, Nov. 30.—9.00 A. M.—Address, Hon. R. G. Richards, State Senator, Stuebenville; "Strategy," Supt. Edward E. Henry, Coshocton; "The Science of Education," Prof. John Ogden, Worthington Normal School; "Vocal and Physical Culture," Mrs. Katharine Gray, Granville.

Prominent educators will be present to open the discussion on the various papers. All are invited to be present.

#### MISTAKES IN TEACHING.

- It is a mistake to try to teach without having good order.
- It is a mistake to suppose that children like to have their own way at school.
- It is a mistake to think that order means perfect quiet or stillness.
- It is a mistake to try to startle a class into being orderly.
- It is a mistake for the teacher to try to drown the noise of his pupils by making a greater noise himself.
- It is a mistake to call for order in general terms, however quietly it may be done.
- It is a mistake to ask questions to pupils in rotation.
- No pupil should ever know who is likely to receive a question until it has been given.
- It is a mistake to repeat a question for the sake of those who do not hear it the first time.
- It is a mistake to look fixedly at the pupil who is reading or answering.
- It is a mistake to assign lessons without previously explaining them.

—Canada School Journal.

#### TEACH CURRENT EVENTS.

IN our High Schools, and in the highest grades of Grammar Schools, some time should be devoted each day to *Current News*. A few pupils will be found well informed; the large majority are lamentably ignorant of current events. Some part of the blackboard surface might be set apart as a "Bulletin" upon which should be transcribed as concisely as possible the important news of the day. Limited space would require close scrutiny. The pupils themselves might select the editors for short terms of service, the editors being excused for the time from further work in composition. A few moments given to a general study of the outline-of-news, with maps opened, would prove a fine lesson in Geography. Knowledge of the past history of the peoples or places would be revived. The pupil's course of miscellaneous reading might be modified and made more productive of good by connecting it with current events. The value of such an exercise must of course depend upon the intelligence and judgment of the teacher, and no single exercise of the school-room would more surely enlarge the former or strengthen the latter.

—J. L. Pickard.

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BACK NUMBERS of the WEEKLY will be furnished for ten cents each, until the supply is exhausted. Bound volume for 1877, Half Morocco, can be had for \$5.00. Covers alone, 75 cents.

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## OPINIONS OF THE WEEKLY.

THE EDUCATIONAL WEEKLY is the best paper on educational matters I receive.—Prof. W. L. Smith, Deputy Supt. Public Instruction, Lansing, Mich.

I have read, or at least, carefully examined most of the leading educational publications of our country, and I think the WEEKLY fully equal to the best of them.—Ex-Supt. T. C. Killie, Cumberland County, Ill.

I am much pleased with the "new era" of the WEEKLY. It has a plump pulse, and a clean tongue, and a promise of long life.—Geo. M. Henderson, Lima Center, Wis.

We believe THE EDUCATIONAL WEEKLY is the best of all educational papers. Its outspoken, fearless, independent manner is worthy of praise.—Prin. W. H. Gardner, Hanover, Ill.

I find much in THE EDUCATIONAL WEEKLY both interesting and instructive.—Prof. J. T. Dickinson, Hedding College.

It should be on the table of every teacher in the state.—Liberal Democrat, Collinsville, Ill.

Its practical suggestions have been of inestimable value in the school-room.—Geo. E. Fiskett, Louisville, Ky.

## PLAYS AND DIALOGUES

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